

678 – SCHOOL SOCIAL WORK:

Emphasis 1

Instructor: Stephanie Guster, LCSW

Online

Office Location: Wright Hall
Office Phone: 423.236.2020
Email: sguster@southern.edu
Class: online

Mailing Address: Southern Adventist University
4881 Taylor Circle
Collegedale, TN 37315

SOUTHERN ADVENTIST UNIVERSITY

COLLEGE OF SOCIAL WORK

SCHOOL SOCIAL WORK: Emphasis 1 (3 CREDITS)

SPECIAL NOTE: A School Social Work course is required for the State of Tennessee School Social Work Certification.

ONLINE LEARNING:

The eClass URL is <http://eclass.e.southern.edu>. For technical support, contact the eClass Help Desk at 423.236.2086 or by e-mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eClass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS:

Massat, C., Kelly, M., Constable, R. (2016). 8th Ed. *School Social Work: Practice, Policy, and Research*. New York, NY.

Required additional reading assignments can be found on eClass.

RECOMMENDED TEXTS:

Franklin, C., Harris, M. B. & Allen-Meares, P. (Eds.). (2013). 2nd Ed. *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

Kozol, J. (2006). *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Three Rivers Press.

Additional Resources

-Bye, L. & Alvarez, M. (2007). *School social work: Theory to practice*. Belmont, CA: Thomson Higher Education.

-Clark, J.P. & Alvarez, M.E. (2010). *Response to intervention: A guide for school*

social workers. New York, NY: Oxford University Press.

-*The legal rights of students* (2011). NASW General Counsel Law Note. Washington: DC: NASW Press.

-Dupper, D.R. (2010). *A New Model of School Discipline: Engaging Students and Preventing Behavior Problems*. New York: Oxford University Press.

-Dupper, D.R. (in press). *School Bullying: New Perspectives on a Growing Problem*. New York: Oxford University Press.

-Sidell, N.L. (2011). *Social Work Documentation: A Guide to Strengthening Your Case Recording*. Washington, DC: NASW Press.

COURSE DESCRIPTION:

This course provides an orientation to social work practice in the public school setting. Course content focuses on the role of the school social worker in a host setting bridging the school, the home and the community. Emphasis is given to important historical, legal, and political developments that influence the current day-to-day roles and functions of the social worker in the school setting. Topics include School Social Work Historical Development, Influences and Practice; Conceptual Frameworks for Social Work Services In Schools; Educational Policy and School Social Work Practice; Role Distinction, Job Description and Interdisciplinary Collaboration. *This course is designed to be part of the course requirements for preparation to become a certified School Social Worker in Tennessee.* WINTER / ONLINE

COURSE DIVERSITY ELEMENTS:

Age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS:

Socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, and acclaim.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Understand the NASW Standards (2005) for social work practice in schools.
2. Understand the social, emotional, cultural, and economic issues impacting students and schools and the advocacy role of social workers necessary to assist students and families in overcoming barriers to learning.
3. Understand the needs of students at-risk due to disability, economic conditions, family disruption, or other environmental factors.
4. Describe the role of the social worker in a school setting in working with teachers, school administrators, school counselors, school psychologists, family resource staff, community partners, and family in addressing student needs.
5. Understand the role of the school social worker in serving as a liaison between home and school to assist, interpret student assessments to parents, and work with parents in developing parenting skills.
6. Describe the case management tasks associated with school social work including the facilitation, coordination and integration of community resources to meet student and family needs.
7. Understand the role of the school social worker in working with students with

- special needs by preparing social histories, contributing to the development, implementation, and evaluation of individualized education program (IEPs) and ensuring parent participation.
8. Understand federal, state, and local laws and policies affecting students in terms of services for disadvantaged students, services required for students with disabilities, due process rights of students and families, reporting child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension, and expulsion.
 9. Identify ethical issues specific to school settings and apply ethical decision-making skills congruent with professional social work practice.
 10. Understand Tennessee state regulations concerning the practice of school social work.

STUDENT'S COMMITMENT LEVEL FOR SUCCESS:

In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 3-credit course, you can anticipate that in addition to the class time, you will spend a minimum of 6 hours completing the required coursework each week. **Organize your time wisely!!!**

LEARNING ACTIVITIES:

These exercises, activities, and papers will be core products used to determine foundational learning. Grading will depend on both your knowledge of and purposeful application to these core concepts.

LEARNING EXERCISES/CLASS PARTICIPATION:

Each week, you will participate in a variety of activities and discussions regarding School Social Work core competencies. Your active participation and engagement with the modules and assignments provides you the best opportunity for success.

ECLASS MODULE ACTIVITIES:

You will be responsible for completing each task assigned on eClass. All of the online exercises will be graded activities. Each assignment will be related to the chapters and articles assigned each week.

PRIMARY COURSE ASSIGNMENTS (assignment details/readings available on eClass)

Assigned Readings and Discussion:

- Students are responsible for locating and carefully reading each assigned book chapter(s) and other assigned reading materials. There will be a 10-15 point quiz each week over the assigned reading. **(CO 1-10)**

Bio-Psycho-Social Assessment/Social Developmental History (100 pts):

- Assessment of each student's needs is an integral part of School Social Work. The development of this skill yields competency in providing a written document that clearly assesses and evaluates student needs. This assessment requires skills in evaluation of student needs and strengths, as well as gathering a social/developmental/educational history. Several forms are posted on eClass to

choose from and an example of the written format is also provided by the instructor on eClass. Students will be responsible for completing a case study and submitting a comprehensive psycho-educational assessment that includes recommendations for addressing and meeting student needs. The final report should include the following: any instruments administered, strengths, needs, educational needs, psychosocial needs and recommendations. **(CO 2, 3, 5, 7, 8)**

Cross-State Comparison (EXTRA CREDIT 25 pts):

- School Social Work duties and responsibilities differ widely from state to state. It is incumbent upon new School Social Workers to do their research in understanding the expectations of a specific state, county and individual school district when seeking employment. This assignment provides an opportunity for students to compare the major duties, roles and responsibilities of School Social Workers in a minimum of 2 states. The final product should be a minimum 2-page report including the aforementioned items.

Interview with School Social Worker (25 pts):

- Students are asked to complete an in person interview with a certified school social worker in the State of Tennessee or Georgia. The student will have prepared well thought out questions regarding the practice of social work in schools. These questions must be submitted to the instructor for review and approval via email. The interview may not be completed without instructor approval of interview questions. The questions must reflect course content. The assignment's goal is not to seek out biographical information from the school social worker interviewed. The goal of the assignment is to provide the learner with a hands-on perspective in the practice of social work in the school setting.

Ethical Dilemma (25 pts)

- A portion of the class requirements will be devoted to analyzing an ethical dilemma relevant to School Social Work Practice. Students are to reference the **NASW Code of Ethics** and the **NASW Standards for School Social Work Services** in their proposed responses. **(CO 8, 9)**

School Board Meeting/Parent Meeting (PTO or PTA)/IEP Support Team Meeting (100 pts):

- Students will make arrangements to attend a School Board meeting (could substitute a parent meeting or IEP meeting) of the local county or city school board. A minimum two page, double-spaced reflective summary of this experience linking observations to specific course content must be submitted along with the school board/meeting agenda. **(CO 2, 4, 8, 10)**

School Visits (50 pts):

- School culture and school climate are best observed in person. This assignment encourages students to visit both a public and private school to compare the strengths and challenges of each. Students will summarize their visit in a minimum two page reflective summary. Support checklists are available on eClass. **(CO 1-10)**

Quizzes (123 pts):

- Quizzes which assess knowledge of required readings will be on eClass. Students will find a weekly quiz review sheet that the professor recommends reviewing prior to completing the reading for the week.. **(CO 1-10)**

EVALUATION/ASSESSMENT (the process is ongoing, uses continuous feedback from multiple sources, reflection, and focuses on connections and application).

Course Requirements and Evaluation

Bio-Psycho-Social Assessment	100 pts
Ethical Dilemma	25 pts
Interview School Social Worker	25 pts
School Board Meeting/Parent Meeting/IEP Support Team Meeting	100 pts
School Visits (One public & one private visit)	50 pts
Quizzes (8)	123 pts
Cross-State Comparison (EXTRA CREDIT 25 pts)	
TOTAL POINTS	423 pts

PERCENTAGE	LETTER GRADE	TOTAL POINTS EARNED
100 – 94	A	397+
93 - 90	A-	380 - 396
89 – 87	B+	368 - 379
86 – 84	B	355 - 367
83 – 80	B-	338 - 354
79 – 77	C+	325 - 337
76 – 74	C	313 - 324
73 – 70	C-	296 - 312
69 – 67	D+	283 - 295
66 – 64	D	270 - 282
63 – 60	D-	253 - 269
59 and below	F	252 and below

SUBMISSION OF ASSIGNMENTS:

1. Assignments are due by the **deadlines indicated for each specific assignment**. All assignments must be turned in via eClass unless otherwise stated. Please see the course outline for due dates. All homework assignments **MUST** be submitted by the due date. Late assignments are subject to point deductions and ultimately a grade of zero if failed to complete. Late assignments will be subject to a 10-point deduction from the assignments final grade for every day late. After five days late, the student will receive a grade of zero for the incomplete work assignment. It is important to be prompt and communicate your needs and concerns regarding work assignments with the instructor in order to prevent point deductions. **No printed assignments will be collected in class for credit, unless stated in the course outline. The course instructor will provide grading feedback in the next module following the submission deadline.**
2. Good-quality writing is an important expectation in this course. All work, unless otherwise noted, must be typed and follow American Psychological Association (APA) guidelines. Students are encouraged to refer frequently to the APA Style Manual when preparing formal papers, both for guidance in good writing as well as for appropriate referencing of materials.

TECHNOLOGY REQUIREMENTS:

You need access to a personal computer (Mac or Windows) for this course. You need Internet access for this course. You are required to check the online portion of this course. It is also recommended that you check your email for announcements.

You must be able to save word processing files in a .doc (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class. Documents sent to the professor in a format that cannot be opened will be considered LATE.

Please submit all papers and materials (unless otherwise noted) through eClass.

ATTENDANCE REQUIREMENTS:

An initial live session will be held **via zoom** on **January 19, 2020 from 7:00 p.m. - 8:00 p.m.** Each student is expected to attend and be prompt for class. The zoom link will be emailed in advance. Any questions students have about the syllabus or general course expectations will be clarified.

CLASS PARTICIPATION:

Participation means that you have completed assignments and readings for class, and are prepared to engage in an informed discussion. Positive class participation is important and is expected of all students. It is also a factor which will also be considered in the event your grade is on a borderline.

CELL PHONES and OTHER TECHNOLOGIES:

Laptop computers can be used for the sole purpose of note taking during this class session. If you are found using your laptop for other purposes (i.e. checking e-mail, playing games), you will be asked to leave the classroom and counted absent for the session.

ANNOUNCEMENTS:

Students should check their “southern.edu” email at least once daily and eClass course site periodically for announcements, clarifications, etc., that may be distributed by the instructor between class meetings.

OFFICE HOURS:

It is the responsibility of any student having difficulty preparing assignments or understanding course content to schedule an appointment with the instructor at least three days before the assignment is due to discuss the issues. Please contact me via email in order to make an appointment.

Students are encouraged to give feedback about the course as it proceeds. Feedback about difficulties is most helpful if it is given as soon as the difficulty is identified (i.e. not at the end of the semester), if it includes specific examples of problems, and if you offer suggestions for changes that you think would enhance the learning process.

E-MAIL STATEMENT:

To enhance student services, the University will use your SAU email for all communications. Please check your SAU email on a regular basis. If you have problems with accessing your email account, contact the Help Desk.

NOTE:

This syllabus may be adjusted as needed during the semester.

POLICIES RELATED TO THE NASW CODE OF ETHICS:

The NASW Code of Ethics is an academic standard in Social Work and serves as a guide for students in developing professionalism in social work courses and in their field placement. Adhering to the Code of Ethics includes (a) placing clients' interests in highest priority, (b) maintaining confidentiality, (c) demonstrating appropriate professional boundaries, (d) treating one's colleagues with respect, and (e) maintaining standards of honesty and integrity.

1. *Confidentiality of clients.* Students are expected to change all identifying information when discussing client situations with the entire class or in discussion groups.
2. *Use of language.* Students should be careful not to contribute unintentionally to myths about mental illness and disability. They should avoid using any language that labels people or equates them with the conditions they have (e.g., "a schizophrenic," "a borderline," or "the disabled") or language that implies that the person as a whole is disordered (e.g., "disabled persons," "an ADHD child," "a learning disabled child"). Students should use terminology that preserves the integrity of the person (e.g., "an individual diagnosed with schizophrenia," "an individual diagnosed with borderline personality disorder," "people with disabilities," "a child diagnosed with Attention Deficit Hyperactivity Disorder," a child who has a learning disability"). Negative terms should also be avoided (e.g., "stroke victim" "a child confined to a wheelchair"); instead state "a person who experienced a stroke" or "a child who uses a wheelchair."
3. *Professional boundaries.* Professional communication involves interacting with others in an assertive, genuine way that respects the privacy of others and is considerate of their needs. Students should be careful to maintain appropriate boundaries and should monitor their level of self-disclosure in small discussion groups and with the entire class. They should limit self-disclosure to information that can be appropriately and safely shared in an academic setting and should generally avoid self-disclosing information that is highly personal and sensitive. In some situations, sharing highly personal information may be appropriate if it directly relates to the course content being discussed and is useful in enhancing learning. If students elect to share highly personal information, they should practice "conscious use of self" and ensure that the information they wish to disclose directly applies to the course content being discussed and that sharing the information is likely to enhance the learning of their classmates.
4. *Confidentiality of colleagues / limitations to confidentiality.* Students should generally respect the privacy of their classmates and keep confidential personal information that they disclose. However, they should be aware that information disclosed in a classroom is subject to the same limitations as in social work practice (i.e., harm to self or others, evidence of child/elder abuse/neglect). They have a responsibility to take action if they become aware that a classmate has personal problems that present a risk of self-harm or behaviors that could harm others. Should they encounter a situation involving the impairment of a classmate, students should follow the guidelines established by the Code of Ethics: "Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with

practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action” (NASW, Revised 1996, Section 2.09).

5. *Respect for colleagues.* Students are expected to respond to opinions expressed by others in the class professionally and respectfully. They have an obligation to respect the rights of others to hold their opinions and have them heard if they so desire. Each student has the right to disagree with the opinions of others, including the instructor, but should do so in a sensitive, respectful, and meaningful manner (e.g., “I have a different opinion.” “I see things differently.”).

6. *Honesty/integrity.* The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1996, Ethical Principles & Section 4.04). Social work students should conduct themselves in a manner consistent with this social work value of integrity and avoid all forms of academic misconduct including cheating, plagiarizing, stealing course examinations, falsifying data, and intentionally assisting another individual in any of those actions. Students who violate the standards and honesty and integrity are subject to policies and procedures as outlined in the Student Handbook.

COURSE SCHEDULE

Class	Scheduled Content	Assignment/Reading Schedule
Module 1		
Week 1 January 12 – January 18, 2020	Course Introduction, Review of Course Syllabi Section 1: Historical Development	REQUIRED READING: <ul style="list-style-type: none"> • Chapters 1 & 2 (pgs. 1-44) DUE: <ul style="list-style-type: none"> • Quiz #1 (Chapters 1 & 2) [Window open until 1/19/20 8:00 a.m.]
Week 2 January 19 – January 25, 2020	Section 1: Historical Development	ACTION ITEM: <ul style="list-style-type: none"> • Live Zoom session, 1/19/20 7:00 p.m. - 8:00 p.m. • School Visits Part 1: Public/Private
Module 2		
Week 3 January 26 – February 1, 2020	Section 2: Environment, Evidence, & Educational Reform	REQUIRED READING: <ul style="list-style-type: none"> • Chapters 3, 4, & 5 (pgs. 45-89) DUE: <ul style="list-style-type: none"> • Quiz #2 (Chapters 3, 4, & 5) [Window open until 2/2/20 8:00 a.m.]
Week 4 February 2 – February 8, 2020	Section 2: Environment, Evidence, & Educational Reform	ACTION ITEM: <ul style="list-style-type: none"> • School Visits Part 2: Public/Private DUE: <ul style="list-style-type: none"> • School Visit Paper – (Submit by Feb. 9, 8:00 am)
Module 3		
Week 5 February 9 – February 15, 2020	Section 3: Ethics & Consultation	REQUIRED READING: <ul style="list-style-type: none"> • Chapter 6, 7, & 8 (pgs. 92-151) DUE: <ul style="list-style-type: none"> • Quiz #3 (Chapters 6, 7, & 8) [Window open until 2/16/20 8:00 a.m.]
Week 6 February 16 – February 22, 2020	Section 3: Ethics & Consultation	DUE: <ul style="list-style-type: none"> • Ethical Dilemma (Submit by Feb. 23, 8:00 am)

Module 4		
Week 7 February 23 – February 29, 2020	Section 4: Educational Mandates, Policy & Social Emotional Learning	REQUIRED READING: <ul style="list-style-type: none"> ● Chapters 9 & 10 (pgs. 154-184) DUE: <ul style="list-style-type: none"> ● Quiz #4 (Chapters 9 & 10) [Window open until 3/1/20 8:00 a.m.]
Week 8 March 1 – March 7, 2020	Section 4: Educational Mandates, Policy & Social Emotional Learning	ACTION ITEM: <ul style="list-style-type: none"> ● School Social Worker Interview (Submit by Mar. 8, 8:00 am)
Module 5		
Week 9 March 8 – March 14, 2020	Section 5: SSW Practice: Referral, Problem Solving, Screening, & Assessment	REQUIRED READING: <ul style="list-style-type: none"> ● Chapters 14, 15, & 16 (pgs. 237-312) DUE: <ul style="list-style-type: none"> ● Quiz #5 (Chapters 14, 15, & 16) [Window open until 3/22/20 8:00 a.m.]
Week 10 March 15 – March 21, 2020	Section 5: SSW Practice: Referral, Problem Solving, Screening, & Assessment	ACTION ITEM: <ul style="list-style-type: none"> ● Bio-Psychosocial Assessment/Report (Submit by Apr. 5, 8:00 am)
Module 6		
Week 11 March 22 – March 28, 2020	Section 6: Tools for SSW and Being Change Agents	REQUIRED READING: <ul style="list-style-type: none"> ● Chapters 17 & 18 (pgs. 315-350) DUE: <ul style="list-style-type: none"> ● Quiz #6 (Chapters 17 & 18) [Window open until 3/29/20 8:00 a.m.]
Week 12 March 29 – April 4, 2020	Section 6: Tools for SSW and Being Change Agents	ACTION ITEM: <ul style="list-style-type: none"> ● School Social Worker Job Description/Evaluation (Submit by Apr. 19, 8:00 am)

Module 7

Week 13 April 5 – April 11, 2020	Section 7: Policy Practice	REQUIRED READING: <ul style="list-style-type: none">• Chapters 19 & 21 (pgs. 353-366, 387-404) DUE: <ul style="list-style-type: none">• Quiz #7 (Chapters 19 & 21) [Window open until 4/12/20 8:00 a.m.]
Week 14 April 12 – April 18, 2020	Section 7: Policy Practice	ACTION ITEM: <ul style="list-style-type: none">• School Board Meeting Attendance (Submit by May 3, 8:00 am)

Module 8

Week 15 April 19 – April 25, 2020	Section 8: Policy Development and Marketing School Social Work	REQUIRED READING: <ul style="list-style-type: none">• Chapters 22 & 23 DUE: <ul style="list-style-type: none">• Quiz #8 (Chapters 22 & 23) [Window open until 4/26/20 8:00 a.m.] TAKE ACTION! <ul style="list-style-type: none">• Join a School Social Work Association
--	---	--